

# Unit Cover Page

Unit Title: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_

Subject/Topic Area(s): \_\_\_\_\_

Key Words: \_\_\_\_\_

Designed By: \_\_\_\_\_ Time Frame: \_\_\_\_\_

School District: \_\_\_\_\_ School: \_\_\_\_\_

**Brief Summary of Unit (including curricular context and unit goals):**

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**Unit design status:**      ☐ *completed Template pages - Stage 1, 2, and 3*

☐ *completed Blueprint for each performance task*      ☐ *completed rubric(s)*

☐ *directions to students & teachers*      ☐ *materials & resources listed*

☐ *suggested accommodations*      ☐ *suggested extensions*

**Status:**      *initial draft (date - \_\_\_\_\_)*      *revised draft (date - \_\_\_\_\_)*

☐ *peer reviewed*    ☐ *content reviewed*    ☐ *field tested*    ☐ *validated*    ☐ *anchored*

## Stage 1: Identify Desired Results.

**Established Goals:**

**G**

*What understandings are desired?*

*Students will understand that:*

**U**

*What essential questions will be considered?*

**Q**

*What key knowledge and skills will students acquire as a result of this unit?*

*Students will know:*

**K**

*Students will be able to:*

**S**

## Stage 2: Determine acceptable evidence.

*What evidence will show that students understand?*

Performance Tasks\* (Summary in G.R.A.S.P.S. form):

T



*\*Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

oe

Student Self-Assessment and Reflection:

sa

# Assessment Task Blueprint

*What understandings/goals will be assessed through this task?*

**G**



What criteria are implied in the standard(s)/understanding(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?




*Through what authentic performance task will students demonstrate understanding?*

***Task Description:***

**T**



*What student products/performances will provide evidence of desired understandings?*



*By what criteria will student products/performances be evaluated?*



**Stage 3: Plan learning experiences and instruction.**

**Consider the W.H.E.R.E.T.O. elements.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Stage 3: Plan learning experiences and instruction.**

**Consider the W.H.E.R.E.T.O. elements.**

[illegible]

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**Consider the W.H.E.R.E.T.O. elements.**

[illegible]

**Stage 3: Plan learning experiences and instruction.**

**Consider the W.H.E.R.E.T.O. elements.**

[illegible]



**Stage 3: Plan learning experiences and instruction.**

**Consider the W.H.E.R.E.T.O. elements.**

[illegible]

**Stage 3: Plan learning experiences and instruction.**

**L**

[illegible]

### Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

	Monday	Tuesday	Wednesday	Thursday	Friday
1		2	3	4	5
6		7	8	9	10
11		12	13	14	15